

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Objectives of Curriculum 2013 (K-13) in Indonesia, regulated in Indonesian Ministry of Education and Culture (*Permendikbud No. 23, 2016*), includes four competencies which should be required by students, namely, spiritual attitude, social attitude, knowledge, and skills. Those competencies should be implemented in every subject including English subject that is learnt as a foreign language. Estilden (2017) emphasizes that English is the greatest common language which takes a big role in education field and it becomes one of the subjects taught in school. English has been introduced earlier at Elementary school as a development of the world globalization which demands the students to have English skills in order to compete with people around the world. To be able to accomplish those competencies in English teaching and learning process, one of the essential elements that should be applied by a teacher is assessment.

The existence of assessment and a teacher in English teaching and learning activities is inseparable since conducting assessment is a part of teacher's roles and responsibilities. According to Jabbaarifar (2009), assessment is a process that includes four basic functions including measuring improvement over time, motivating students to study, evaluating teaching methods, and ranking students' capability. In line with the statement, Dejong *et al.*, (2002) state assessment provides teacher a report about student's improvement and gives guidance for future lesson. It is not only beneficial for the students, teachers also can improve their performance since they can figure out their strengths and weaknesses of

their teaching method (Tosuncuoğlu, 2018). Since assessment is important in English teaching and learning process, it is regulated in Indonesian Ministry of Education and Culture (*Permendikbud No. 23, 2016*).

Ministerial Regulation No. 23/3016 is used as a reference of Educational Assessment Standard in Curriculum 2013 (K-13). According to Indonesian Ministry of Education and Culture, regulated in article 3 paragraph 1 of Assessment's Scope, there are three elements in Curriculum 2013 (K-13) that should be assessed by a teacher, namely, attitude, knowledge, and skill. In terms of mechanism for evaluating learning outcomes, the student's knowledge can be assessed through written tests, oral tests, and assignments based on competencies that want to be achieved. One of the written tests, the most popular type of instruments, that many English teachers apply in their classrooms is multiple-choice test (MCT).

Zimmaro (2016) states that multiple-choice test is useful for measuring knowledge outcomes and other types of learning outcomes. The statement is strengthened by (Kolte, 2015) as multiple-choice test is used as an objective and reliable instrument to evaluate knowledge of the students. Multiple-choice test is commonly utilized by classroom teacher as it contributes several advantages. First, it is categorized as fast, relatively easy, and economical to be scored (Bailey, 1998). Second, it provides practical format for assessing student's knowledge at various level of learning (Zimmaro, 2016). Third, it can be conducted in an easy way even in large number of students simultaneously as the fact that National examination (NE) in Indonesia, TOEFL, and IELTS test have been using multiple-choice for years. Fourth, there is only one correct answer so it avoids a subjectivity in scoring (Kolte, 2015). Since multiple choice test is an essential part of assessing students' knowledge, its quality needs to be tested by following certain standard.

Burton *et al* (1991) states that the quality of multiple-choice test can be determined in terms of norms which are used in the process of constructing the instrument. Norms are the starting point to develop an instrument as Haladyna, (2004) argues that a set of guidelines or norms should be adopted in constructing items of multiple-choice test. In line with the statements, Hall and Marshal (2013) suggest that guidelines in constructing a good multiple-choice test need to be highly considered. The quality of multiple-choice test further can be seen from Haladyna (2004), Hall and Marshall (2013), and *Puspendik Kemendikbud* (2019). Haladyna (2004) provides 31 norms with 4 dimensions including content, style and format, writing the stem and writing the options. Hall and Marshal (2013) specify 12 guidelines. *Puspendik Kemendikbud* (2019), the authority of educational assessment in Indonesia, even states that there are 16 norms with 3 dimensions including material, construction and language in which will be used as a foundation to construct multiple-choice test in the national examination (NE). Thus, the theories acknowledge that the norms in constructing a good multiple-choice test are very fundamental element to be concerned.

Within the context of Indonesia, multiple-choice test has been used for years by classroom teachers which is directly constructed and scored by the teacher. Multiple-choice test is then called as a teacher-made test. Teacher-made multiple-choice test can be applied in form of formative and summative assessment. Based on the function, formative assessment is used to monitor student's progress while summative assessment is used to evaluate student's learning. Teacher-made test is considered more applicable because the content of the test is straightforwardly related to the material taught in the class (Lebagi *et*

al., 2017).

The congruity between the teacher-made multiple-choice test items and the content taught in the class indicates that the teachers have successfully achieved indicators that want to be achieved through national examination (NE). It is suggested by Black and William (1998a) that a good assessment practice arises good understanding of contents that have been taught in the classroom in which impacts to the student's achievement. A good assessment implementation in terms further will directly give an impact to the student's achievement in the national examination (NE).

One of the schools that has been implementing a good assessment practice especially in the quality of the instrument is SMP Negeri 1 Singaraja. SMP Negeri 1 Singaraja, a public school located in Buleleng regency, uses teacher-made multiple-choice test for English subject as an instrument to assess the student's knowledge for middle test. A good assessment practice in terms of the quality of the instrument that is implemented at SMP Negeri 1 Singaraja expects the teachers to be able to perform a good multiple-choice test in which the items should reflect the basic competencies that want to be achieved through the national examination (NE).

In the pre-observation, the good assessment practice at SMP Negeri 1 Singaraja has been identified as according to *Puspendik Kemendikbud* (2019), SMP Negeri 1 Singaraja occupied the highest score for English subject of the average of national examination (NE) for the past five years in a row. In 2018/2019 academic year, the average of the students' achievement of national examination (NE) for English subject reached 80.74. The high score indicates that the English teachers had constructed a good multiple-choice test as there was a congruence between the items

and the basic competencies in which automatically assisted the students to be able to answer the items correctly in the national examination (NE). Furthermore, the English teachers have performed a blueprint to guide them to construct multiple-choice test as well as conducted item analysis of the multiple-choice test to estimate the reliability and validity of the instrument.

The high average of national examination (NE) 2019 for English subject, the good performance of the teachers who have accomplished blueprints as well as item analysis can be considered as a reflection of a good assessment practice. Unfortunately, the norms, one of the fundamental requirements to ensure the quality of the instrument which eventually influences the assessment practice (*Puspendik Kemendikbud*, 2019) are yet to be identified. There is no further report regarding the construction of the teacher-made multiple-choice test whether or not the items have followed certain norms when Puspendik, the authority of educational assessment in Indonesia, strongly suggests teachers to heed the norms in making a good multiple-choice test. These statements also are emphasized by Crockett and Churches (2016) as teachers have to concern in constructing an instrument by following certain norms. In consideration of the substantial roles of teacher-made multiple-choice test as the instrument for summative assessment, the norms in constructing the test need to be crucially investigated.

Hence, this study is arisen to investigate the quality of multiple-choice tests as summative assessment for English subject used by English teachers at SMP Negeri 1 Singaraja. To ensure the quality of the instrument, this study concerns on the analyzing the congruity and discrepancy between the teacher-made multiple-choice test items taken by the seventh, eighth, and ninth grades at SMP Negeri 1 Singaraja and the norms in constructing a good multiple-choice test, one of the fundamental

requirements in implementing a good assessment practice, suggested by Haladyana (2004), Hall and Marshall (2013), Zimmaro (2016) and *Puspendik Kemendikbud* (2019).

1.2. Identification of the Study

Multiple-choice test is an objective and reliable instrument for measuring knowledge outcomes of students. Thus, its quality needs to be tested by following certain standard. It should be high in quality by accomplishing certain standard which is following the norms of constructing a good multiple-choice test (Haladyana, 2004; Hall and Marshall 2013; Puspendik Kemendikbud, 2019). In the pre-observation, the good assessment practice at SMP Negeri 1 Singaraja has been identified as according to *Puspendik Kemendikbud* (2019), SMP Negeri 1 Singaraja occupied the highest score for English subject of the average of National examination (NE) for the past five years in a row. In 2018/2019 academic year, the average of the students' achievement of national examination (NE) for English subject reached 80.74. Furthermore, the English teachers have performed a blueprint to guide them to construct multiple-choice test as well as conducted item analysis of the multiple-choice test to estimate the reliability and validity of the instrument. Thus, to ensure the quality of the instrument, this study concerns on the analyzing the congruity and discrepancy between the teacher-made multiple-choice test items taken by the seventh, eighth, and ninth grades at SMP Negeri 1 Singaraja and the norms in constructing a good multiple-choice test which are categorized as one of the fundamental requirements in implementing a good assessment practice

1.3. Limitation of the Study

To specify discussion in this study, the aspects of the discussion are limited into two. First, the instrument that will be analyzed is middle test for English

subject taken by seventh, eighth, and ninth grades at SMP Negeri 1 Singaraja. Second, the quality of the instrument, teacher-made multiple-choice test, is seen from the norms in constructing a good multiple-choice test.

1.4. Statements of the Problem

Based on the background of the study, the statements of problem can be stated as follows:

- 1.4.1. How is the quality of teacher-made multiple-choice tests for English subject used at SMP Negeri 1 Singaraja?

1.5. Purpose of the Study

Based on the statement of the problem, the purpose of this study can be stated as follows:

- 1.5.1. To investigate the quality of teacher-made multiple-choice tests for English subject used at SMP Negeri 1 Singaraja.

1.6. Significance of the Study

The significance of the study can be viewed from two perspectives, theoretical significance and practical significance.

- 1.6.1. Theoretically, it is expected that this study can be used as a reference in education field and give contribution in improving the quality of multiple-choice test used as summative assessment.
- 1.6.2. Practically, the result of this study is expected to give positive contribution to the teachers, lecturers, and other researchers.

a. For teachers

The result of this study can be used as a base which to improve the quality of the teacher-made multiple-choice tests that were

already used by following the norms of constructing a good multiple-choice test.

b. For stakeholders

The result of this study can be used as a feedback on the standard of assessing students which ultimately could improve the school's assessment practice. It further can generate the teachers to be more knowledgeable in constructing a good multiple-choice test.

c. For prospective teachers

The result of this study can be used as a reference in writing a study in the same field.

